

# Oldfleet Primary School



## **SEND Policy (Special Educational Needs and Disabilities)**

### **Rationale:**

All pupils, irrespective of ability, share a common entitlement to a broad and balanced curriculum, inclusive of the National Curriculum. This right extends to every pupil of the school, whether or not they have a Special Educational Need and/or Disability (SEND). The school aims to provide a caring learning environment, rich in stimulation, which meets the needs of all pupils and fosters their academic, emotional and physical development, in order that each child reaches their potential.

### **Aims:**

- Develop all children to their full potential and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum.
- Identify children, as early as possible, in order to support their physical, social, emotional or intellectual development.
- Make sure that there is a consistent, whole-school approach to the identification and provision for pupils with special needs throughout the school.
- Involve parents in a partnership of support.
- Work with and in support of outside agencies when a pupil's needs cannot be met by the school alone.
- Monitor and evaluate children's progress, providing the appropriate information and records as part of this process.
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school.
- To work within the guidance provided in the SEND Code of Practice, 2014

### **Identification of SEND (Special Educational Needs and/or Disability):**

The Code of Practice (2014) identifies a pupil as having SEND *if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:*

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*(a) Have a significantly greater difficulty in learning than the majority of others of the same age; or*

*(b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

The Equality Act 2010 identifies a person as having a disability if *the person has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day to day activities.*

The Code of Practice (2014) identifies four broad areas of SEND:

- **Communication and interaction:** Children with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.
- **Cognition and learning:** Learning difficulties covers a wide range of needs, including moderate learning difficulties, severe learning difficulties, where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties. Specific learning difficulties affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties:** Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.
- **Sensory and/or physical needs:** Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment, hearing impairment or a multi-sensory impairment will require specialist support.

These four broad areas give an overview of the range of needs that need to be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Oldfleet Primary School we identify the needs of pupils by considering the needs of the whole child which will include not just their special educational needs.

Behaviour issues will not be identified as SEND but will, rather, be described as an underlying response to a previously listed need.

Other factors may impact upon progress and attainment in school but are not in themselves a special educational need. However, pupils who fall into these categories will receive the same support and entitlement:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality

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- Health and Welfare
- English as an additional language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

## **A Graduated Approach to ‘SEN Support’:**

The arrangements for supporting pupils with SEND follows a graduated approach.

## **High Quality Teaching:**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Most children will have their needs met within class through high quality teaching. Pupil’s progress and achievement will be monitored and any pupil not making expected progress will be given further targeted support as part of high quality teaching. The Local Authority ‘Provision Guidance’ document is used to support teachers in the identification of high quality classroom provision.

The SENCo and Headteacher meet at least termly to analyse pupil assessment, looking at previous progress and attainment and comparisons with peers and national data. Examples of data that are analysed include:

- Pupil Asset data
- Raise online data
- Individual assessments
- In class assessments
- Reading and spelling ages
- QCA and SAT’s assessments (optional and end of year Key Stage assessments).

Any pupils who are falling significantly outside of the range of expected academic achievement will be monitored by their class teacher, Headteacher and the SENCo. The child’s class teacher will take steps to provide differentiated learning opportunities that will aid the pupil’s academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Advice and support, with further assessment of the pupil’s strengths and weaknesses, problem solving and advising of the implementation of effective provision will be provided by the SENCo. The SENCo may also wish to observe the pupil in class.

The SENCo meets regularly with teachers and Learning Support Assistants to give them the opportunity to discuss any concerns about a pupil. Due to a concern by a parent or teacher, or where a pupil is still not making expected progress despite high quality teaching, an ‘Initial Concerns Form’ is completed by the teacher with the support of the SENCo to help assess whether or not the child needs to be placed on the SEN register. Any concerns will be discussed with parents informally or during parents’ evenings and they are encouraged to share information and knowledge about their child with the school.

Vicky Mounsor June 2021

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In deciding whether or not to make special educational provision, the teacher and SENCo consider all of the information gathered about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

A pupil that has been identified by school or in partnership with another agency, as requiring provision that is additional to, or different from, that made generally for others of the same age, or is showing a significantly greater difficulty in learning than the majority of others of the same age, will be placed on the SEN register under 'SEN Support.' Parents will be formally advised of this; they are also informed of the provision being made for their child. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so remove barriers to learning.

## **SEN Support:**

The support provided for pupils on the SEN register consists of a four-part process - **Assess, Plan, Do, Review**. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess:**

Once a child is placed on the SEN register, a 'profile' will be created by the SENCo through gathering information from the pupil, school staff and parents to establish how best to support the child.

The SENCo uses the Local Authority guidance documentation which helps to provide an evidence-based reference for schools to help assess and meet the needs of children under each area of need as outlined in the Code of Practice. It follows a graduated approach whereby each area of need is divided into three levels of need:

- **High Quality Teaching** – This is the foundation of all teaching, assessment and intervention for all pupils.
- **Additional school Intervention and Support** – building on high quality teaching where a pupil may need more input and advice may be sought from professionals to support individual assessments and interventions.
- **High Needs** – for pupils with more complex or enduring needs, whose effective access to the curriculum and learning require coordinated and highly personalised advice and support.

A number of assessment tools can also be used to further support the assessment of children's needs, for example:

- Dyslexia screening
- Tick lists for ADD, ADHD, Autism
- Visual stress assessment

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- RWI Assessments

The SENCo is also used for class and school based observations and an observation pro-forma is completed as a record of any formal observations made.

The SENCo also meets regularly with teachers and Learning Support Assistants to discuss the progress and well-being of children on the SEN register. A termly meeting is also held with the LSAs to discuss any SEN issues, updates, training or resourcing needs.

For higher levels of need we draw on more specialised assessments from external agencies and professionals, including Specialist Teachers, health professionals from Provide (e.g. Occupational Therapists, Physiotherapists, Paediatricians, and Speech and Language therapists), CAMHS, Social care, Educational Psychologists and Counsellors in accordance with their referral criteria. Parents are consulted about any outside agency intervention.

## **Plan:**

A termly planning meeting is held, where possible, with the child, their parents, their teacher, their Learning Support Assistant(s) (LSA), the SENCo and where appropriate, any external agencies involved to agree the outcomes, interventions and support that is required and a clear date for review.

An individual plan is then produced by the SENCo to identify SMART targets that will help to meet the desired outcomes and an individual provision map is created to state the provision a child will receive to achieve the outcomes stated in their Plan.

Parents and all those working with the pupil, including support staff will be given a copy of the child's plan so that they are aware of the child's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

## **Do:**

The class teacher remains responsible for working with the child on a day-to-day basis and for the progress of all pupils in their class, including pupils with SEND. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. The class teacher holds the responsibility for evidencing progress according to the outcomes described in a child's Plan. They will work closely with LSAs to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

## **Review:**

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Reviews of a child's progress will be made at least termly through a meeting. The review process evaluates the child's progress, looking at the impact and quality of the support and interventions provided so that any modifications to their provision or desired outcomes can be made.

The child's profiles and plans are updated by the SENCo following the meeting using any further information gathered. Any changes to a child's special educational provision as a result of the meeting are updated onto their individual provision map.

## **Referral for an Education, Health and Care Plan (EHCP):**

Some children may require a statutory assessment to support their needs, in line with the Local Authority criteria, this is usually requested by the school but can be requested by a parent. This may result in an Education, Health and Care Plan (EHCP). The decision to make a referral for an EHCP will be taken at a Plan meeting. Information will be gathered relating to the current provision provided, action points that have been taken, and the outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Once an EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil at an Annual Review. This enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **Criteria for exiting the SEN register:**

When children have completed an intervention, assessment will take place and the effectiveness of the intervention considered. If a pupil has made accelerated progress and they are considered 'on track' against end of year expectations or are working broadly in line with their peers, they will be removed from the SEN register, the exit date is formally recorded on the SEN register. Parents will be informed of this decision. These children will be closely monitored to ensure that progress remains in line with age related expectations.

## **Supporting pupils and families:**

*The Local Authority Local Offer is for children and young people with SEN and/or disabilities (SEND) and their parents and carers, its aims are to:*

- Give information about education, health and care services.
- Give information about leisure activities and support groups.
- Make it easier for young people/parents to find out what they need to know.
- Help families to be less dependent on word of mouth.
- Help families find the nearest and most suitable services.
- Help families to provide feedback about what is needed, raise concerns or make a complaint.

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The Local Offer can be accessed at: <https://hull.mylocaloffer.org>

Schools have a statutory requirement to provide a **SEN Information Report**, giving more detailed information (than the Local Offer) about their arrangements for identifying, assessing and making provision for pupils with SEN. This can be found on our school website: <https://www.oldfleet.hull.sch.uk/send>

## **Admission Arrangements:**

It is the aim of our school to be fully inclusive and no child will be refused admission to the school solely on the grounds of having Special Educational Needs. We also recognise that a request may be received from the Local Authority to support a child with Special Educational Needs through admission to our school.

Our school admission arrangements and our admissions policy can be found on our school website: <https://www.oldfleet.hull.sch.uk/admissions>

## **Transition arrangements:**

### **Transition plan arrangements for transfer from pre-schools/nursery schools**

- We have strong links with our feeder pre-schools. Staff from our reception class visit feeder schools to discuss and meet with children in their pre-school setting. Where a child already has identified special educational needs, the SENCo will also visit the child in their pre-school setting.
- When transferring from a pre-school, all children who were on the SEN register at pre-school remain on the SEN register at Oldfleet primary School. All provision, programmes and outside agency support in place will continue.
- All children with SEND visit the EYFS classroom on several occasions to familiarise themselves with the staff, school structure, and main sites including toilets, hall, playground etc.
- The SENCo and Reception class staff will attend pre-school TAC meetings prior to a child with SEN attending school if appropriate.
- The SENCo holds liaison meetings with the Reception class teacher and LSAs to transfer information from nursery to school prior to the start of term.

### **Transition plan arrangements for transfer from class to class:**

- Prior to the start of a new academic year, the SENCo will inform teachers and their LSAs about the SEN children in the class and provide them with any information about the child, including their plan and profile.
- Relevant courses will be arranged for the teacher and/or LSA.

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## **Transition plan arrangements for transfer from Oldfleet Primary School to another primary school or secondary school:**

- Where children are transferring to Secondary School, the SENCo will contact the SENCo's of each secondary school to transfer SEN information.
- All SEN school records will be passed on to the secondary school or any other school the child may transfer to, regardless if the child has been removed from the register or is borderline to go on to the register in case the transition causes the onset of any problems.
- Parents of children who have a statement or EHCP are invited to discuss transitional provision with the potential secondary school at a Transitional Review Meeting.
- All pupils in Y6 are offered transition visits to their secondary school to ensure a smooth transition.

## **Supporting pupils at school with Medical Conditions:**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision, and the SEND Code of Practice (2014) is followed.

## **Monitoring and Evaluation of SEND:**

The quality of SEND provision is regularly monitored and evaluated to promote an active process of continual review and improvement of provision for all pupils as part of our ongoing school improvement cycle. This is done in a number of ways:

- A Survey of Parent Views is carried out annually.
- The SENCo meets with the SEN Governor on a termly basis to monitor SEND provision.
- The views of all stakeholders, parents, young people and staff are sought regularly.

## **Training and Resources:**

SEN is funded by the school budget, the award of a Statement or EHCP, or, in the case of a child with SEND being eligible for free school meals, through Pupil Premium Grants.

The SENCo is a qualified teacher who attends regular up-date meetings and relevant courses run by the Local Authority relating to the needs of pupils within the school. She also attends termly SENCo cluster meetings which are held for West Chelmsford Primary SENCo's covering a range of SEN topics with speakers.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Staff training is identified through appraisals, action plans and the School Development Plan.

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Regular opportunity is given to Learning Support Assistants and the SENCo to attend courses on relevant SEN topics and give feedback at meetings run by the SENCo. An up to date list of all the courses teaching and support staff have attended can be obtained from the school office. Training needs are also supported through peer mentoring, modelling, observation, working with outside agencies and staff meetings.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

## **Roles and Responsibilities:**

### **The key responsibilities of the SENCo include:**

- Overseeing the day-to-day operation of the school's SEND policy
- Monitoring pupil assessment data with the Head teacher at least termly.
- Reporting regularly to the head teacher about SEND provision and issues.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising fellow teachers and LSAs.
- Overseeing the records of all children with special educational needs.
- Liaising with parents of children with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA's support staff and educational psychology services, health and social services and voluntary bodies.
- Chairing Annual Review meetings and Plan Meetings.
- Attending courses to keep skills and knowledge up to date.
- Planning interventions to be used in school.
- Writing and updating the SEND policy annually.
- Writing and updating the SEND action plan as needed.
- Writing and updating the SEND Information Report as needed.

### ***The role of the governing body:***

The SEN Governor ensures that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

In particular, the governing body has a legal duty to:

- Do its best to ensure that all pupils with special educational needs and/or disabilities are appropriately catered for and that they have the opportunity to participate as fully as possible in all aspects of school life.
- Ensure that parents are notified of a decision by the school that their child has special educational needs.
- Establish a SEND policy which is publicly available and can be easily understood by parents; and review that policy on a regular basis.

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- Report on how the school's SEND policy is being implemented and how resources are allocated in the governing body's Annual Report to Parents.
- Ensure that the SEND Code of Practice is followed.
- Meet the SENCo on a termly basis to gain information about the provision made for pupils with SEND and to monitor the implementation of the SEND policy and report back to the governing body on a regular basis.
- Observe at first-hand what happens in school both inside and outside the classroom to ensure that pupils with SEND are actively involved in all aspects of school life.
- Take opportunities to meet and talk with parents of children with SEND.
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school.

## **The Key responsibilities of the Headteacher include:**

- Involvement with parents as partners in the learning process.
- Liaising regularly with the SENCo.
- Liaising with the LA with respect to policy and enactment.
- Ensuring that the SEND Policy is implemented as described.
- Involvement in how children with SEND are integrated within school as a whole.
- Ensuring that the legal requirements of current legislation are met within the school.
- Keep the Governing Body well informed about SEND within the school.
- Ensure that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.
- Ensure the SENCo receives training and induction in their role, including training in managing other colleagues and working with support staff and keeping their skills and knowledge up to date.
- Give the SENCo sufficient resources of money, time, space and administrative back-up to fulfil the role to reflect the responsibilities included.
- Give sufficient non-contact time appropriate to the numbers of children and young people with special educational needs within the school.
- Dealing with queries or complaints from parents.

## **Other roles and responsibilities:**

The **Learning Support Assistants (LSAs)** work under the guidance of the Class Teacher, SENCo and external agencies to support the education of pupils who need particular help to overcome barriers to learning.

The designated teacher with responsibility for **safeguarding** is Vicky Mounsor.

The member of staff responsible for managing the schools' responsibility for **supporting pupils with medical conditions** is the Headteacher.

The member of staff responsible for managing the **Pupil Premium Grant (PPG)/Funding for Looked After Children (LAC)** is the Headteacher.

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## Storing and Managing Information:

All confidential files relating to the Special Educational Needs of individuals are kept in a locked filing cabinet in the SENCo's office or electronically, on a secure part of the school server. Day to day formative and summative assessment information is kept by the class teacher. Documents are stored until a child changes school; all information is passed on to next providers when children move to another school.

## Accessibility:

The school's Accessibility Plan is available in school and is updated yearly. Pupil's needs are constantly reviewed and actions are carried through, the school constantly reviews accessibility issues which affect learning, modifying learning areas, purchasing specialised equipment and involving experts in their field.

School increases and promotes access for disabled pupils to the school curriculum and the wider curriculum including after-school clubs and school visits. This is achieved by:

- Purchase of ICT software
- More LSA hours for classes when necessary
- After school clubs open for all
- Opportunities for all children to take part in school activities, visits and extra-curricular activities with appropriate support when needed
- Resources to support teaching and learning
- Use of visual timetables
- Use of pictures to help children make choices when needed
- Coloured overlays for reading white paged books when needed
- Having a disabled toilet
- Having ramps at exits

## Dealing with Complaints:

At Oldfleet Primary School we encourage parents to get in touch if they have concerns about their child's learning. However, if they are unhappy with the special educational provision that their child is receiving:

- Their first approach is to the class teacher either through a Home/School book, by letter or telephoning the school office to make an appointment.
- If parents are still unhappy, the next step is to talk to the SENCo by arranging an appointment through the school office or e-mailing her directly [mounsvorv@thrivetrust.uk](mailto:mounsvorv@thrivetrust.uk).
- If necessary, the next step is to approach the Head Teacher, in person, by letter or telephone. It is the Head's job to hold his staff to account if things are not right, or to explain why the school is unable to meet a request. No problem that the school is ignorant of will be able to be resolved, we encourage parents to share concerns early so that they do not become a problem.
- The school's Governors are the next stage in trying to resolve a complaint. The **named Governor for SEND** is Chris Storr and all concerns should be put in writing and delivered to the school office for her consideration.

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## **Bullying:**

At all times our aim is to safeguard the needs of pupils with SEND, promote their independence and build resilience in their learning. The school's behaviour policy outlines the steps that are taken to ensure and mitigate the risk of bullying to children with SEND.

Our school behaviour policy can be found on our school website:  
<https://www.oldfleet.hull.sch.uk/school-policies>

## **Disability Equality Impact Assessment**

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

***Any questions or concerns regarding this policy should be made to Vicky Mounsor.***